Niveau(x) d'enseignement: 7 Numéro EDUQ : 8270427
Centre d'intérêt: 73

Cranton, Patricia Angelica.

Test de classement en anglais : final project report / P.A. Cranton, V.Y. Haines. -- [Québec (Province)] : P.A. Cranton : V.Y. Haines, 1981.
iii, 44 f. ; 28 cm + test (35 p. ; 22 cm).

"Report submitted to Direction générale de l'enseignement collégial, June 1981". Texte en anglais. Titre du test: Haines Cranton English literacy test: post secondary level, c1983.

Cote Dewey: 371.26'013/C891t Cote LC: LB/3060.7

Descripteur(s): *Anglais (Langue) *Langue maternelle *Test de langage *Evaluation de tests *Mesure *Grammaire *Lecture *Ecriture *Collégial (Niveau)

L'étude mesure la fiabilité et la validité d'un test de classement en anglais (le "Haines Cranton") destiné aux étudiants anglophones qui s'inscrivent au niveau collégial. Ce test comprend deux versions parallèles (pouvant servir de pré-test et de post-test), divisées chacune en trois sections: usages de base et grammaire, lecture et compréhension, écriture. Le document décrit le développement du test, y compris les procédures de standardisation, ainsi que les études de fiabilité et de validité qui ont été menées. Ce test est conçu spécialement pour répondre aux besoins des collèges anglophones du Québec.

La fiabilité et la validité du test ont été mesurées lors de l'application expérimentale de ses deux versions, entre 1979 et 1981, au cours des diverses étapes de son développement. Ces expérimentations ont été faites auprès d'étudiants de collèges anglophones de la région de Montréal (John Abbott, Dawson, La Salle, Marianapolis).

Les expérimentations ont démontré une corrélation satisfaisante, en terme de consistance interne, entre chacune des sections des deux versions du test. Par ailleurs, le test s'avère opérationnel en tant que critère d'évaluation et du point de vue du contenu. Le "Haines Cranton" se révèle un instrument qui, non seulement permet de déterminer le niveau de cours d anglais où doivent être classés les étudiants, mais permet d'évaluer leurs progrès en anglais après un certain temps. Il permet aussi de diagnostiquer les faiblesses de langage chez certains étudiants ou certains groupes d'étudiants.

Type de document: r
Région(s) administrative(s): 06
Financement: Bénéficiaire - Collège Dawson
Organisme(s) source(s) - MEQ-DGEC
Programme(s) de subvention - PROSIP
Auteur de l'analyse: jr

E D U Q 8270427 A

Test de Classement en Anglais
Final Project Report

P. A. Cranton
V. Y. Haines

Report submitted to Direction Générale de
l'Enseignement Collégial, June 1981.

La recherche a été réalisée grâce à une subvention accordée par la Direction générale de l'enseignement collégial dans la cadre du Programme de subvention à l'innovation pédagogique.

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Abstract

Research was conducted from 1979 to 1981 on two parallel forms of the Haines Cranton English Literacy Test. This instrument was originally designed in order to place incoming college students in the appropriate level of English classes. Two parallel forms of the test were developed, each with three subtests, "Basic Usage and Grammer," "Reading and Comprehension," and "Writing". Reliability and validity studies were conducted; the final version of the test was demonstrated to be internally consistent, and to correlate with other measures of literacy at the college level. The test was standardized on a total sample of 2,153 first year college students, and norms were established in terms of percentile equivalents. The test is now available for use by colleges in assigning students to remedial, regular or advanced classes, in pre and post testing students for the evaluation of progress, and in the diagnosis of students' weaknesses in literacy skills.

Description of the Test

The Haines Cranton English Literacy Test is designed to help instructors select the appropriate level of English instruction for beginning college students. The literacy tested is the general facility with letters, the "letter-acy," required to encode and decode written messages in English. Since skills in reading and writing cannot be practised in a cultural vacumm, any literacy test must have a certain cultural bias. In the present case, the bias is the English culture of North America in Montreal in the early eighties. The test has been standardized on a population of junior-college students in such a context and would have a restricted application in different cultural contexts.

Facility with written messages in a culture is, moreover, a skill acquired slowly as a person learns both the code and the culture in which it is used; it is not a body of knowledge learned in a particular course. Therefore, the test does not attempt to measure the mastery of any specific course of studies, and no formal knowledge of grammar or terminology is tested.

In addition to serving the students' interests by getting them into the right class with a reliable placement test, the designers of the test have attempted to make it fun to write. Challenging and entertaining questions involve students in the excitement and power of verbal skills, while the range of item difficulty means that nearly all students will feel confident about answering some questions and intrigued by others. Weaker students are not unduly threatened, while good students will have their interest in English stimulated.

The test was designed and validated as a placement devise for incoming junior college students. That is, items were written and revised in order to

best discriminate among students of varying levels of language ability. Although the items have been grouped into a set of more specific subskills, allowing some degree of diagnostic use, the primary purpose of the test remains placement. On the test booklet cover, the logo of letters represents the skill with leters in "letter-acy" as well as the ability to make correct choices on an objective test a, b, c, d, e, but conceivably this second ability might be all that is really measured. For placement purposes, however, this would not affect the usefulness of the test: if the length of a person's ear lobe were a reliable guide to literacy, one would measure ear lobes. As long as there are high correlations between what teachers know about a student's literacy level and what the test indicates, the test is empirically successful. And as the correlation results discussed below show, the test is empirically sound. In fact, the validation study of the writing subtest shows the test is a slightly better indicator of writing ability than ratings obtained by quickly reading a sample of a student's unrevised writing and giving it a "holistic" score.

On the assumption, nevertheless, that the intuition of expert reviewers may be correct regarding what the items measure, the test items have been classified into general and specific subtests as an aid to the diagnosis of specific literacy problems. As a rough guide, the individual student's score on each subtest may give some idea of where to begin in tutorial instruction, while the overall class average on each subtest may indicate areas for emphasis and review in classroom instruction.

Format of the Test

The test consists of two parallel forms (Blue Series and Green Series) each divided into three subtests: "Basic Usage and Grammar," "Reading and Comprehension," and "Writing"; these subtests may be given separately or in any combination useful to the local college. Each Series contains 80 items

and takes about 50 minutes to complete; both Series, i.e., 160 items, are printed in one test booklet. Within each subtest, items range from extremely easy to extremely difficult, allowing discrimination among students with low and high levels of competence. To distinguish at the low level between remedial students, who speak English as native speakers but do not read and write it very well, and ESL students who speak English as a Second Language, the test should be administered with a brief linguistic background questionnaire (Appendix A), responses to which are coded beside the student's name with the test scores.

How Writing Abilities are Assessed

Writing abilities are assessed by the first subtest, "Basic Usage and Grammar," and by the third subtest, "Writing." They are also involved in the second subtest devoted to reading since one cannot write without knowing how to read and the items which test writing ability must be read to be understood. Despite this interrelationship, reading and writing also require some distinctly different skills, which justify an arrangement of items into separate subtests.

The first subtest, "Basic Usage and Grammar," contains two sections dealing with recognition of basic English structure and grammatical sentences. Section A tests the student's facility with the structure of basic English usage for word order, determiners, idiom, the present and past tense, modals, the progressive and perfective aspect of the verb phrase, verb agreement, and simple parallelism. The items are easy and with other easy items on the test allow for a careful discrimination among students who need basic instruction. Items require students to complete a sentence with the most appropriate word or phrase, e.g.,

I don't want you to bother him before _____ studying.

a) he has finished
b) he will finish
c) he will be finishing
d) he is going to finish

Section B tests the student's analytical ability to detect an error in a sentence. Students are required to make judgements on questions of modification, parallel structure, idiom, verb tense and aspect, sentence punctuation, and apostrophes, e.g.,

He would have had (a) more fun if he had accepted (b) his parents' invitation to go skiing (c) (d).

If there is no error, (e) is the correct response. The test does not attempt to measure a student's ability to spell, since this can only be adequately measured if the student hears the word and writes it. The appearance of a misspelled word for a student to correct often leads to a confusion that would not be there if the printed mistake had not suggested it. The other subtest on "Writing," placed at the end of the test, contains two sections dealing with the more intangible structures of style. Section A tests the student's diction and knowledge of standard vocabulary, e.g.,

He has that _____ grace with which only a true poet can endow his work.

a) smooth
b) facile
c) simplified
d) effortless

Section 3 tests the student's sensitivity to several important elements of good style, such as clarity, tone, diction, modification, ambiguity, wit, irony, metaphor. Students are asked to select which of four similar sentences is the most effectively expressed, e.g.,

a) Flaunt the short prerogative of living beings; come dip your little civilized foot in this smooth surface of time for a moment and ripple the cold water.

b) Come in this smooth surface of time with your brief prerogative of life: dip your cultured foot in the ripple of cold water for a moment.

c) Flaunt your cultured foot in the water as your prerogative to be alive; for a moment, come rippling in this smooth surface of time.

d) Come, flaunt the brief prerogative of life: dip your small civilized foot in this cold water and ripple, for a moment, the smooth surface of time.

How Reading Abilities are Assessed

Reading abilities are assessed by the second subtest "Reading and Comprehension," which consists of passages each followed by multiple choice questions. Students are required to select which of four statements is correct according to the passage and may refer back to the passage. Since there are several items for each passage, an attempt has been made to orient the student in the passage with a few initial, easy items which also meet the student halfway by confirming what the student might guess as the correct answer. The items measure the student's ability to read literally and to draw inferences from the text. No attempt has been made to measure letter and syllable recognition or pronunciation. The passages have been selected as representative of what beginning college students would be expected to read: narrative, discourse in philosophy and religion, social science, academic calendar regulations, and polemic. Because of time restrictions, these areas are not fully represented in each of the parallel

forms: a better profile of a student's reading ability is obtained if both parallel forms of the reading subtest are given.

Uses of the Test

Placement

Either the Blue Series or the Green Series, or both forms administered together may be used as a placement test for incoming college students. When the linguistic background information is collected (see Appendix A for a copy of this form), it may be used in conjunction with test scores to select the English as a Second Language students. The test thus allows instructors to make four disciminations: those students in need of remedial English instruction, students of English as a second language, those students who can proceed to regular English classes, and those students who could be placed in advanced or enriched classes.

Pre and Post Testing

The parallel forms or parallel subtests may be used as pre and post tests in order to evaluate student progress in a particular program, or as a part of the evaluation of the effectiveness of instruction in a program. It should be noted that test norms, and not raw scores or means, should be used in any comparative application since the forms vary slightly in average difficulty level.

Diagnosis

Subtests may be used diagnostically for individual or group analysis of students' areas of difficulty in English. The test was not developed to provide detailed diagnostic information in terms of the type of instruction or follow-up required for individual students. However, the 160 items have been classified, by expert reviewers, into 19 subscales. When both forms of the test are administered, subscale scores could be used as a guide for remedial instruction. If only one form is administered, this detailed diagnostic information will be less reliable although still helpful.

Project Goals

Development of an English placement test began several years ago in response to a need expressed by Quebec college instructors for a locally produced and standardized instrument. Students were being placed in remedial English classes, regular classes or advanced classes on the basis of high school grades or U.S. standardized tests, neither of which appeared to adequately predict the type of required instruction. Due to the large number of students, it was necessary to have an objectively scored test.

After the development of the original 95 item Lafontaine English Placement Test, funding was applied for from the Direction Générale de l'Enseignement Collégial in order to refine and standardize this instrument and to develop an alternate parallel form which could be used for pre and post testing of students. One and a half years of funding have allowed these project goals to be reached. This report will describe the development of the test, including the standardization procedures, and the reliability and validity studies which have been conducted.

Development of the Test

The first version of the test (now, in refined form, the Green Series) was constructed in 1977 and was given to a sample of 600 students in the fall of 1977. Revisions were made on the basis of item statistics and expert reviews; the test was re-administered to 100 students in January 1978. Further revisions were made prior to the fall testing in 1978 (628 students). Item statistics, descriptive statistics and correlations among subtests were presented in a report at that time (Cranton & Haines, Note 1).

In 1979, items were written for the Blue Series of the test. English instructors and test construction experts were asked to review these items for clarity of expression, difficulty level, etc. Revisions were made on the basis of this review and copies of the test were printed for the first

administration in the fall of 1979. This version of the Blue Series contained 95 items. In order to maintain the parallel nature of the Green and Blue Series, 20 items were added to the original Green version which were of a similar nature to the additional Blue version items. Copies of the Green Series were printed for an August administration.

In August 1979, the Green Series was administered to 1,111 students entering John Abbott College. The tests were scored, results returned to the college and item statistics were calculated (difficulty level, and point bi-serial item correlations with both the total test and with the appropriate subtest). Results of these analyses are given in Table 1.

The Blue Series was given to 568 students at Dawson College, Lafontaine Campus in the Fall of 1979. Tests were scored, results returned and item statistics were calculated. The item statistics were carefully reviewed with measurement experts in order to determine which items were to be revised or discarded. Table 2 presents the results of these analyses and indicates the items which were deleted.

Descriptive statistics for both forms (before and after revision) are given in Tables 3 and 4.

In order to obtain correlations between the Blue and Green Series, three separate groups of students from different colleges wrote both tests. Twenty-one students at La Salle College were given the two forms. At John Abbott College, 45 students who had previously taken the Green Series in August also wrote the Blue Series. One hundred Dawson College students who had previously completed the Blue Series then wrote the Green Series. This yielded a total sample of 166 students who had completed the two 95 item tests. Correlations were calculated between total test scores and each of the three parallel subtests. Results are given in Table 5.

Teachers at John Abbott College were asked to rate their students on

Table 1

Green Series Item Statistics
(95 Items, N=1,111)

Item	Difficulty	Point Bi-Serial Correlation**
1	.98	-
2	.97	-
3	.96	-
4	.95	-
5	.91	-
6	.79	.30
7	.97	-
8	.98	-
9*	.96	-
10*	.77	.25
11	.93	-
12	.97	-
13	.91	-
14	.93	-
15	.33	.35
16	.86	.36
17	.96	-
18*	.97	-
19	.89	.18
20	.91	-
21	.88	.29
22	.46	.26
23	.90	-
24*	.34	.04
25	.95	-
26	.43	.27
27*	.54	.11
28	.86	.42
29	.88	.34
30	.77	.26

*Items deleted from test.

**Missing values due to program limits.

Item	Difficulty	Point Bi-Serial Correlation**
31	.52	.35
32	.64	.30
33	.36	.34
34	.68	.32
35	.39	.23
36	.67	.28
37	.42	.19
38	.50	.29
39	.34	.38
40	.55	.29
41	.71	.35
42	.46	.31
43	.79	.36
44	.88	.36
45	.55	.33
46	.62	.26
47	.50	.19
48	.77	.33
49	.35	.18
50	.89	.21
51	.95	-
52	.59	.27
53	.49	.21
54	.73	.36
55	.75	.33
56*	.46	.19
57	.54	.31
58	.55	.25
59	.36	.29
60	.42	.31

Item	Difficulty	Point Bi-Serial Correlation**
61	.56	.35
62	.95	-
63*	.98	-
64	.88	.40
65	.91	-
66	.93	-
67	.67	.33
68	.58	.28
69	.66	.45
70	.80	.34
71	.50	.34
72	.71	.23
73*	.84	.24
74	.38	.26
75	.29	.26
76*	.91	-
77	.91	-
78	.34	.27
79	.87	.39
80	.77	.31
81	.79	.37
82	.65	.35
83	.64	.34
84	.73	.36
85	.79	.32
86	.74	.37
87	.62	.37
88	.52	.31
89	.29	.18
90	.47	.35
91	.36	.26
92	.28	.28
93	.21	.09
94	.33	.26
95*	.32	.24

Table 2

Blue Series Item Statistics

(95 Items, N=568)

Item	Difficulty	Point Bi-Serial Correlation
1	.89	.26
2	.94	.17
3	.94	.22
4*	.97	.10
5	.96	.18
6	.94	.21
7	.91	.33
8	.94	.26
9	.90	.29
10	.90	.25
11	.82	.32
12	.80	.31
13*	.98	.01
14	.85	.24
15	.85	.36
16	.92	.26
17	.67	.20
18	.85	.29
19*	.35	.29
20	.63	.45
21	.52	.39
22	.22	.19
23	.70	.13
24*	.48	.07
25	.72	.29
26	.28	.13
27	.57	.32
28	.39	.20
29	.53	.23
30	.19	.23

*Items deleted from test.

Item	Difficulty	Point Bi-Serial Correlation
31	.74	.16
32	.68	.31
33	.80	.35
34	.68	.25
35	.42	.30
36	.61	.39
37*	.15	.16
38	.62	.24
39	.48	.21
40	.36	.07
41	.81	.26
42	.76	.32
43	.62	.32
44	.79	.36
45	.59	.33
46	.25	.21
47	.72	.33
48	.51	.27
49	.65	.24
50	.65	.30
51	.76	.25
52	.59	.11
53	.07	.00
54	.50	.34
55	.48	.25
56	.27	.02
57	.55	.22
58	.48	.23
59	.34	.26
60	.65	.26

Item	Difficulty	Point Bi-Serial Correlation
61	.85	.35
62	.78	.28
63	.77	.41
64	.54	.35
65	.65	.18
66	.49	.34
67	.55	.20
68	.41	.28
69	.54	.40
70	.32	.30
71	.19	.22
72*	.16	.11
73	.24	.13
74*	.45	.16
75*	.53	.07
76	.70	.28
77	.56	.38
78*	.76	.27
79	.43	.37
80	.59	.39
81	.51	.30
82	.55	.40
83	.39	.38
84	.61	.40
85	.40	.36
86	.39	.23
87	.67	.43
88	.33	.23
89	.30	.27
90	.36	.26
91	.45	.38
92	.41	.25
93*	.20	.19
94	.51	.25
95	.31	.28

Table 3

Descriptive Statistics

Green Series

(a) 95 Item Version

	Total	Basic Usage & Grammar	Reading Comprehension	Writing
Mean (%)	68.22	75.4	62.4	65.0
St. Dev (%)	10.62	4.39	3.42	4.76

(b) 85 item Version

	Total	Basic Usage & Grammar	Reading Comprehension	Writing
Mean (%)	67.87	75.61	62.66	62.33
St. Dev (%)	12.56	12.58	17.28	15.98

Table 4

Descriptive Statistics

Blue Series

(a) 95 Item Version

	Total	Basic Usage & Grammar	Reading Comprehension	Writing
Mean (%)	59.6	68.9	58.3	49.4
St. Dev. (%)	10.21	4.41	2.99	4.79

(b) 85 Item Version

	Total	Basic Usage & Grammar	Reading Comprehension	Writing
Mean (%)	59.35	69.70	55.68	49.71
St. Dev. (%)	12.60	12.80	15.39	17.30

overall writing ability, in the Fall of 1979. These data would allow an investigation of the validity of the Green Series. Six hundred twenty-three students were rated on a three-point scale and this information was entered into a computer file containing Green Series test results for the same students. A computer program was used to locate each student and enter the appropriate teacher rating. Correlations were then calculated between the ratings, the total test score and each subtest score (see Table 6).

Traditionally, writing has been one of the most difficult student abilities to assess, either by subjectively or objectively scored tests. For this reason an additional validity study was conducted on the two writing subtests of the Blue and Green Series. Five hundred seventy-four students from Marianopolis College wrote the two writing subtests. In addition they were asked to provide a 25 minute writing sample. Each of these samples was rated by three instructors, using a four-point scale. Correlations were calculated among the three ratings of the samples in order to verify the inter-rater reliability of the instructors. This then allowed the calculation of correlations between ratings and subtest scores. Results are presented in Table 7.

Correlations among the three ratings are high, indicating that the inter-rater reliability of this measure is sufficiently strong to enable its use in validation. Correlations between ratings and subtest results support the validity of the writing subtest scores.

In order to examine the validity of the Blue Series, Dawson College instructors were asked to rate 237 students on a five-point scale, considering overall English ability. Again, these ratings were entered into the original computer file containing the fall test results. In addition, students' classes were coded and entered into the file, enabling the separation of the remedial stream (N=39) and the regular stream (N=198) for the analysis. Correlations

Table 5

Correlations Between Parallel Forms and Subtests (N=166)

Total	.71
Basic Usage & Grammar	.77
Reading Comprehension	.40
Writing	.58

Table 6

Correlations with Teacher Ratings

Green Series

Basic Usage & Grammar	.38
Reading Comprehension	.34
Writing	.25
Total	.38

are given in Table 8.

In order to assess the test's predictive validity, end of semester grades in English were obtained from Dawson and John Abbott Colleges. From Dawson College, for the validation of the Blue Series, grades were recorded for 294 students; from John Abbott College, for the validation of the Green Series, 324 grades were added to the computer files. Correlations were calculated between grades and test totals and subtest scores (see Tables 9 and 10).

All of the above investigations were conducted with the 95 item versions of the two forms. However, it should be noted that refinement of items, based on item statistics, was being done at the same time. Items with low point bi-serial correlations were revised and sub-sections of the Blue Series were given to individual classes at Dawson College and at McGill University to check the revisions. Specifically, Item 53 from the Blue Series was reworded several times in order to eliminate ambiguity. In the Green Series, the wording of alternative (a) in Item 58 was revised; and the order of the alternatives was changed in Item 89. Item statistics, in conjunction with feedback from expert reviewers (English instructors and test construction experts) led, in the Spring of 1980, to the elimination of ten items from each of the forms, yielding two 85 item tests.

In the Spring of 1980, it was decided to print the Green and Blue Series in one test booklet, reducing each by 5 items to yield a total test of 160 items, and to rename the test. During the year, from the experience of administering the tests, and from discussions with colleagues, it was found that colleges and/or individual instructors were interested in administering variations of the test-subtest combination. For example, a reading centre may prefer to give the two reading comprehension subtests, or a remedial English program may be interested only in the Basic Usage and Grammar

Table 7

Correlations Among Ratings of Writing
And Writing Subtest Scores

	Rating 1	Rating 2	Rating 3	Writing Subtests
Rating 1		.63	.54	.40
Rating 2			.66	.45
Rating 3				.43
Writing Subtests				

Table 8

Correlations with Teacher Ratings

Blue Series

	Total Sample	Regular Stream	Remedial Stream
Basic Usage & Grammar	.26	.29	.46
Reading Comprehension	.20	.21	.28
Writing	.38	.45	.32
Total	.42	.49	.44
	(N=237)	(N=198)	(N=39)

Table 9

Correlations with Final Grades

Blue Series

	Total Sample	Regular Stream	Remedial Stream
Basic Usage & Grammar	.24	.28	.28
Reading Comprehension	.27	.27	.34
Writing	.26	.35	.24
Total	.31	.41	.44
	(N=294)	(N=206)	(N=88)

Table 10

Correlations with Final Grades

Green Series

	Correlation (N=324)
Basic Usage & Grammar	.23
Reading Comprehension	.26
Writing	.18
Total	.25

Subtest. With all items printed in the same booklet, instructors or colleges would then have the option of administering tne portions of the test that met thier needs. For general English placement, either all 160 items, or 80 items could be administered. For placement within a speciality area (reading, writing), those subtests would be available. For diagnosis within a remedial class, or centre, both forms could be used in conjunction with the diagnostic subscales.

Criterion validity of the Reading and Comprehension Subtest was checked in the fall of 1980. A sample of 641 first and second year students in Humanities classes at Dawson College, Lafontaine Campus wrote the vocabulary and reading comprehension parts of The Nelson-Denny Reading Test and the reading and comprehension part of the Green Series of the Haines Cranton English Literacy Test. Results were then compared with the scores of the appropriate standardization group. The Nelson-Denny Reading Test consists of three parts: Vocabulary, Reading Comprehension, and Reading Speed. The Vocabulary part consists of 100 items to be written in 10 minutes for a total raw score of 100. The Reading Comprehension part consists of 36 items to be written in 20 minutes. Each item is worth 2, for a total raw score of 72. The combined Vocabulary plus Reading Comprehension score is the sum of the raw scores, a maximum of 172. The Reading Speed was not given. The Form C of the test was used, which is standardized against an American student population in October and November of 1972.

Correlations were calculated between the Vocabulary and Reading Comprehension subtests of the Nelson-Denny and the Reading and Comprehension subtest of the Green Series of the Haines Cranton English Literacy Test. The Pearson "r" correlation coefficient between the Vocabulary plus Reading Comprehension of the Nelson-Denny and the Reading

and Comprehension of the Haines Cranton is 0.428, supporting the criterion validity of the subtest.

In the spring of 1981, the validity study conducted at Marianopolis College was extended to include several more variables. During this period, English instructors had begun debating the validity of an objectively scored instrument for the assessment of writing and were suggesting that a holistic scoring of writing samples provided a more accurate measure. In May, 1981, a Pedagogical Day on literacy and testing was held at Marianopolis College; administrators and insructors were seeking answers to this assessment dilemma. The following data were collected for Marianopolis students: (a) a holistic score on a writing sample, (b) an overall semester rating of students writing ability, (c) the Haines Cranton objective score on the two Writing Subtests, (d) the course grade in first year English, (e) average high school leaving grade, and (f) high school scores in lierature and composition.

Correlations were calculated among these measures in order to attempt to determine which measure, or which combination of measures, would most accurately place students into the appropriate first year English classes. Results of this analysis are contained in Table 11.

A final step in the test development was to expand the diagnostic use of the instrument. Instructors of remedial classes, or those involved with tutorial language instruction felt that it would be useful to have items classified according to the particular subskills required of the students. The test was analyzed by an experienced English instructor. The 160 items were classified into 19 categoories (see Table 12). For diagnostic use, it is better if all 160 items are administered to allow a sufficient number of items in each category, although some helpful information may be obtained from a single series of 80 items. The instructor can then calculate scores for each skill by totalling the number of correctly answered items in each group, and

Table 11

Correlations Among All Variables
in Marianopolis Validity Study

	Writing Subtests	Holistic Score	Teacher Rating	High School Average	High School Literature	High School Composition	College Semester Grade
Writing Subtests	1.00						
Holistic Score	.49	1.00					
Teacher Rating	.48	.43	1.00				
High School Average Grade	.23	.16	.40	1.00			
High School Literature Grade	.20	.13	.31	.47	1.00		
High School Composition Grade	.28	.18	.20	.48	.71	1.00	
College Semester Grade	.25	.25	.64	.45	.35	.23	1.00

Table 12

Diagnostic Classification of Items

Diction: Vocabulary range

Items: 78, 80, 114, 116, 117, 122, 130, 134, 137, 147, 152, 156

Diction, accuracy

Items: 53-62, 68, 74, 77, 80, 133-142, 153, 155, 156, 159

Clarity without bombast or jargon

Items: 66, 74, 78, 147, 151, 153, 156, 159

Parallel structure

Items: 18, 21, 31, 67, 71, 72, 76, 112, 150, 153

Modification and ambiguity

Items: 64, 65, 69, 73, 76, 79, 145, 148, 154, 157

Wit

Items: 68, 69, 70, 73, 74, 80, 144, 151, 154 155, 156, 157, 158, 160

Irony

Items: 70, 74, 155, 156, 158, 160

Metaphor and mixed metaphor

Items: 63, 66, 68, 77, 78, 80, 151, 157, 159

Poetic sound

Items: 77, 80, 142, 160

Co-ordination and contrast

Items: 23, 26, 67, 72, 75, 79, 93, 108, 143, 150

Predication

Items: 65, 76, 98, 146, 149

Sentence fragments and punctuation

Items: 28, 30, 67, 71, 104, 110, 150, 152

Adverbs

Items: 24, 100

Determiners

Items: 5, 7, 8, 16, 19, 86, 87, 88, 89, 90, 103

'Would of' error

Items: 20, 107

Verb tense

Items: 1, 2, 3, 6, 9, 10, 12, 14, 15, 17, 27, 29, 81, 82, 85, 91, 94, 95, 96, 97, 99, 105

Verb idiom and prepositions

Items: 11, 13, 83, 84, 92, 101

Reading for literal sense

Items: 33, 35, 36, 43, 44, 46, 47, 50, 51, 113, 114, 115, 117, 118, 123, 125, 128, 129, 130, 132

Reading for inference

Items: 34, 37, 38, 39, 40, 41, 42, 45, 47, 48, 49, 50, 51, 52, 116, 117, 119, 120, 121, 122, 123, 124, 126, 127, 131, 132

converting these 19 raw scores into percentiles from the norms provided in the manual.

Due to the variation in difficulty level among the items, it was felt that a weighted scoring system could be developed in which students received fewer points for the very easy items, and partial scores for selecting some wrong alternatives in the very difficult items. Weighted scores were then developed on the basis of item difficulty levels, discrimination indices, and the percentage of students selecting wrong alternatives. The easiest items were assigned a score of 5 for the correct alternative and zero for the incorrect alternatives. The most difficult items were assigned 9 points for the correct alternative and up to 3 points for an incorrect alternative. Other correct choices were given 6, 7, or 8 points and incorrect choices 1 or 2 points depending on the variables listed above. A complete description of this scoring system is available, upon request, from the authors.

When the weighted scoring system was tested with a sample of students, it was found that it produced very little variation in item statistics. It was concluded that although weighted scores increased the face validity of the interpretation of test results, they did not contribute to the test's ability to discriminate among students and they did not increase the internal consistency of the instrument.

Test Standardization

Standardization of the final version of the Haines Cranton English Literacy Test took place using a sample of 1,268 students for the Blue Series and 1,111 students for the Green Series. All students were entering their first year in English CEGEP in Quebec (Dawson College and John Abbott College) and are considered to be representative of the population of first year English CEGEP students. The percentile equivalents for percentage scores were calculated for the Blue Series total test (Table 13), the Green

Table 13

Percentile Equivalents
Blue Series, Total Test (N=1268)

Percentage	Percentile	Percentage	Percentile	Percentage	Percentile	Percentage	Percentile
1	3	26	4	51	17	76	78
2	3	27	4	52	19	77	78
3	3	28	4	53	19	78	81
4	3	29	4	54	21	79	83
5	3	30	4	55	24	80	87
6	3	31	5	56	26	81	89
7	3	32	5	57	29	82	89
8	3	33	5	58	29	83	91
9	3	34	5	59	32	84	93
10	3	35	5	60	35	85	95
11	3	36	6	61	38	86	96
12	4	37	6	62	41	87	96
13	4	38	6	63	41	88	97
14	4	39	7	64	44	89	98
15	4	40	7	65	47	90	99
16	4	41	8	66	51	91	99
17	4	42	9	67	51	92	99
18	4	43	9	68	56	93	99
19	4	44	10	69	59	94	100
20	4	45	11	70	63	95	100
21	4	46	12	71	66	96	100
22	4	47	12	72	66	97	100
23	4	48	12	73	70	98	100
24	4	49	14	74	73	99	100
25	4	50	15	75	76	100	100

Series total test (Table 14), and for each of the three subtests in both series (Tables 15, 16, 17, 18, 19, and 20).

Total test administration time for the Blue and Green Series combined was 90 minutes, and for either form separately 50 minutes.

During standardization, test administrators followed the procedure outlined below, after the test booklets and answer sheets were distributed.

1. The test administrator told students not to open the test booklets until the beginning of the test. Students were then told why they were writing the test, for placement, for evaluation of progress, or for diagnosis of their weaknesses for remedial instruction.

2. Students were then read the following: "The test will **NOT** be used to assign grades, and will not affect your grades at any time. Also it will not be used to accept or reject any student from the college."

3. Students then wrote their names, student numbers, and any other required information (campus, class, section number, etc.) on the answer sheet.

4. The following was then read: "When you start, read each item carefully, read the suggested answers, and select the best possible answer. On your answer sheet, next to the item number, shade in the bubble which corresponds to the answer you have selected. Use the pencil you have been given. If you change your mind, or make a mistake, be sure to erase your first selection thoroughly. There should be only one bubble shaded in for each item number. Attempt to answer all items; there is no penalty for guessing."

5. Students were then told which portion of the test to do. This was also indicated clearly on a blackboard or on a sheet which was distributed with the test booklet.

6. Students were then told to open the test booklet and begin.

Table 14

Percentile Equivalents
Green Series, Total Test (N=1111)

Percentage	Percentile	Percentage	Percentile	Percentage	Percentile	Percentage	Percentile
1	0	26	3	51	24	76	85
2	1	27	4	52	24	77	85
3	1	28	4	53	25	78	86
4	1	29	4	54	27	79	89
5	1	30	5	55	30	80	91
6	2	31	5	56	33	81	93
7	2	32	5	57	33	82	93
8	2	33	5	58	36	83	94
9	2	34	6	59	38	84	95
10	2	35	6	60	42	85	96
11	2	36	7	61	45	86	97
12	2	37	7	62	45	87	97
13	2	38	8	63	48	88	98
14	2	39	9	64	52	89	99
15	2	40	10	65	55	90	99
16	2	41	11	66	60	91	99
17	2	42	11	67	60	92	99
18	2	43	12	68	63	93	100
19	2	44	13	69	67	94	100
20	2	45	15	70	70	95	100
21	3	46	16	71	72	96	100
22	3	47	16	72	72	97	100
23	3	48	17	73	75	98	100
24	3	49	19	74	78	99	100
25	3	50	21	75	81	100	100

Table 15

Percentile Equivalents by Subtests
Blue Series, Basic Usage and Grammar (N=1241)

Percentage	Percentile	Percentage	Percentile	Percentage	Percentile	Percentage	Percentile
1	0	26	2	51	6	76	43
2	0	27	2	52	6	77	43
3	1	28	2	53	8	78	53
4	1	29	2	54	8	79	53
5	1	30	2	55	8	80	53
6	2	31	2	56	10	81	64
7	2	32	2	57	10	82	64
8	2	33	2	58	10	83	64
9	2	34	2	59	12	84	75
10	2	35	2	60	12	85	75
11	2	36	2	61	12	86	75
12	2	37	2	62	12	87	75
13	2	38	2	63	16	88	86
14	2	39	2	64	16	89	86
15	2	40	2	65	16	90	86
16	2	41	2	66	22	91	94
17	2	42	2	67	22	92	94
18	2	43	2	68	22	93	94
19	2	44	3	69	27	94	98
20	2	45	3	70	27	95	98
21	2	46	3	71	27	96	98
22	2	47	5	72	35	97	100
23	2	48	5	73	35	98	100
24	2	49	5	74	35	99	100
25	2	50	6	75	43	100	100

Table 16

Percentile Equivalents by Subtests
Blue Series, Reading Comprehension (N=1247)

Percentage	Percentile	Percentage	Percentile	Percentage	Percentile	Percentage	Percentile
1	0	26	4	51	32	76	85
2	0	27	4	52	32	77	85
3	0	28	4	53	32	78	85
4	0	29	4	54	32	79	85
5	2	30	7	55	42	80	92
6	2	31	7	56	42	81	92
7	2	32	7	57	42	82	92
8	2	33	7	58	42	83	92
9	2	34	7	59	42	84	92
10	2	35	10	60	53	85	96
11	2	36	10	61	53	86	96
12	2	37	10	62	53	87	96
13	2	38	10	63	53	88	96
14	2	39	10	64	53	89	96
15	2	40	15	65	66	90	99
16	2	41	15	66	66	91	99
17	2	42	15	67	66	92	99
18	2	43	15	68	66	93	99
19	2	44	15	69	66	94	99
20	3	45	22	70	76	95	100
21	3	46	22	71	76	96	100
22	3	47	22	72	76	97	100
23	3	48	22	73	76	98	100
24	3	49	22	74	76	99	100
25	4	50	32	75	85	100	100

Table 17

Percentile Equivalents by Subtests
Blue Series, Writing (N=1215)

Percentage	Percentile	Percentage	Percentile	Percentage	Percentile	Percentage	Percentile
1	0	26	5	51	35	76	85
2	0	27	5	52	35	77	85
3	0	28	5	53	35	78	85
4	1	29	6	54	42	79	89
5	1	30	6	55	42	80	89
6	1	31	6	56	42	81	89
7	1	32	9	57	49	82	93
8	1	33	9	58	49	83	93
9	1	34	9	59	49	84	93
10	1	35	9	60	49	85	93
11	2	36	13	61	58	86	95
12	2	37	13	62	58	87	95
13	2	38	13	63	58	88	95
14	2	39	16	64	65	89	98
15	2	40	16	65	65	90	98
16	2	41	16	66	65	91	98
17	2	42	16	67	65	92	98
18	2	43	22	68	73	93	99
19	2	44	22	69	73	94	99
20	2	45	22	70	73	95	99
21	4	46	28	71	79	96	100
22	4	47	28	72	79	97	100
23	4	48	28	73	79	98	100
24	4	49	28	74	79	99	100
25	5	50	35	75	85	100	100

Table 18

Percentile Equivalents by Subtests
Green Series, Basic Usage and Grammar (N=1108)

Percentage	Percentile	Percentage	Percentile	Percentage	Percentile	Percentage	Percentile
1	0	26	2	51	9	76	63
2	0	27	2	52	9	77	63
3	1	28	2	53	12	78	73
4	1	29	2	54	12	79	73
5	1	30	2	55	12	80	73
6	1	31	2	56	16	81	81
7	1	32	2	57	16	82	81
8	1	33	2	58	16	83	81
9	2	34	3	59	21	84	89
10	2	35	3	60	21	85	89
11	2	36	3	61	21	86	89
12	2	37	3	62	21	87	89
13	2	38	3	63	27	88	94
14	2	39	3	64	27	89	94
15	2	40	3	65	27	90	94
16	2	41	4	66	34	91	97
17	2	42	4	67	34	92	97
18	2	43	4	68	34	93	97
19	2	44	5	69	43	94	99
20	2	45	5	70	43	95	99
21	2	46	5	71	43	96	99
22	2	47	7	72	52	97	100
23	2	48	7	73	52	98	100
24	2	49	7	74	52	99	100
25	2	50	9	75	63	100	100

Table 19

Percentile Equivalents by Subtests
Green Series, Reading Comprehension (N=1090)

Percentage	Percentile	Percentage	Percentile	Percentage	Percentile	Percentage	Percentile
1	0	26	5	51	31	76	83
2	0	27	5	52	31	77	83
3	0	28	5	53	31	78	83
4	0	29	5	54	31	79	83
5	1	30	7	55	41	80	90
6	1	31	7	56	41	81	90
7	1	32	7	57	41	82	90
8	1	33	7	58	41	83	90
9	1	34	7	59	41	84	90
10	1	35	12	60	53	85	94
11	1	36	12	61	53	86	94
12	1	37	12	62	53	87	94
13	1	38	12	63	53	88	94
14	1	39	12	64	53	89	94
15	2	40	17	65	63	90	98
16	2	41	17	66	63	91	98
17	2	42	17	67	63	92	98
18	2	43	17	68	63	93	98
19	2	44	17	69	63	94	98
20	3	45	23	70	75	95	100
21	3	46	23	71	75	96	100
22	3	47	23	72	75	97	100
23	3	48	23	73	75	98	100
24	3	49	23	74	75	99	100
25	5	50	31	75	83	100	100

Table 20

Percentile Equivalents by Subtests
Green Series, Writing (N=1063)

Percentage	Percentile	Percentage	Percentile	Percentage	Percentile	Percentage	Percentile
1	0	26	7	51	38	76	89
2	0	27	7	52	38	77	89
3	0	28	7	53	38	78	89
4	1	29	9	54	45	79	92
5	1	30	9	55	45	80	92
6	1	31	9	56	45	81	92
7	1	32	12	57	54	82	96
8	1	33	12	58	54	83	96
9	1	34	12	59	54	84	96
10	1	35	12	60	54	85	96
11	2	36	15	61	62	86	98
12	2	37	15	62	62	87	98
13	2	38	15	63	62	88	98
14	3	39	20	64	69	89	99
15	3	40	20	65	69	90	99
16	3	41	20	66	69	91	99
17	3	42	20	67	69	92	99
18	4	43	24	68	75	93	100
19	4	44	24	69	75	94	100
20	4	45	24	70	75	95	100
21	6	46	30	71	83	96	100
22	6	47	30	72	83	97	100
23	6	48	30	73	83	98	100
24	6	49	30	74	83	99	100
25	7	50	38	75	89	100	100

7. It was then ensured that students had started at the correct item number and were entering their responses correctly on the answer sheet.

Test Reliability and Validity: Summary of Results

Reliability

Test reliability in terms of internal consistency was confirmed by the final item statistics. These results are presented in Table 21 (Green Series) and Table 22 (Blue Series). All items correlate positively with both the total test and the appropriate subtest, and the majority of the items have correlations of .3 or higher, which is generally considered to be the acceptable range. Some items with slightly lower correlations (e.g., Item 2) are also extremely easy items (95% difficulty level): the lower correlation is a result, statistically, of lower variance in the responses.

Internal consistency was also confirmed by the correlations among subtests (Tables 23 and 24). Correlations among subtests, for both the Green and the Blue Series are in the area of .5 to .6. Considering that the subtests are intended to measure somewhat independent skills, this is an expected and acceptable result. It is interesting to note that the correlations between the Basic Usage and Grammar subtest and the Writing subtest are higher than the others, supporting the notion presented earlier that these two skills are actually both components of writing skill.

Alternate-forms reliability was assessed by calculating correlations between the Green and Blue Series and between parallel subtests. The correlations are high, with the exception of the Reading and Comprehension subtest; this is most likely due to the differences in reading passages in the two forms.

Validity

Several validity studies were conducted; descriptions of the studies and

Table 21

Item Statistics, Green Series (N=1779)

Item	Total Test		Subtest	Item	Total Test		Subtest
	r	d	r		r	d	r
1.	.24	.91	.31	41.	.25	.69	.35
2.	.18	.95	.22	42.	.27	.68	.34
3.	.25	.96	.31	43.	.29	.81	.36
4.	.16	.98	.21	44.	.28	.59	.37
5.	.25	.96	.28	45.	.27	.70	.37
6.	.35	.94	.41	46.	.39	.50	.46
7.	.22	.96	.27	47.	.18	.46	.30
8.	.29	.94	.35	48.	.14	.37	.23
9.	.25	.91	.28	49.	.23	.55	.35
10.	.31	.93	.34	50.	.25	.53	.35
11.	.37	.85	.43	51.	.35	.47	.40
12.	.31	.83	.35	52.	.12	.18	.16
13.	.39	.89	.42	53.	.25	.92	.28
14.	.32	.88	.37	54.	.27	.82	.27
15.	.31	.72	.36	55.	.39	.90	.39
16.	.10	.68	.15	56.	.25	.72	.30
17.	.44	.72	.50	57.	.36	.67	.40
18.	.51	.64	.51	58.	.40	.62	.46
19.	.36	.87	.42	59.	.38	.59	.40
20.	.26	.70	.30	60.	.35	.48	.39
21.	.39	.69	.46	61.	.34	.39	.38
22.	.22	.46	.31	62.	.32	.29	.37
23.	.34	.71	.41	63.	.32	.79	.36
24.	23	.71	.33	64.	.38	.80	.41
	25.	.29	.52	65.	139	.77	.41
26.	.21	.66	.25	66.	.34	.72	.41
27.	.44	.78	.50	67.	.35	.51	.37
28.	.18	.24	.22	68.	.40	.64	.45
29.	.36	.70	.42	69.	.33	.58	.37
30.	.27	.72	.31	70.	.36	.59	.41
31.	.34	.47	.39	71.	.36	.47	.42
32.	.19	.39	.27	72.	.43	.52	.48
33.	.27	.85	.34	73.	.36	.59	.42
34.	.27	.82	.37	74.	.39	.49	.45
35.	.33	.66	.41	75.	.44	.50	.48
36.	.40	.86	.42	76.	.31	.40	.38
37.	.35	.68	.39	77.	.28	.41	.36
38.	.23	.33	.31	78.	.21	.39	.31
39.	.34	.74	.39	79.	.27	.42	.35
40.	.28	.51	.39	80.	.32	.39	.36

Table 22

Item Statistics, Blue Series (N=1031)

Item	Total test		Subtest	Item	Total test		Subtest
	r	d	r		r	d	r
81.	.18	.94	.23	121.	.15	.64	.30
82.	.27	.96	.30	122.	.17	.36	.27
83.	.24	.93	.29	123.	.27	.95	.33
84.	.29	.97	.34	124.	.37	.66	.43
85.	.21	.86	.26	125.	.41	.67	.46
86.	.32	.75	.40	126.	.28	.60	.37
87.	.30	.96	.37	127.	.33	.51	.45
88.	.22	.96	.37	128.	.40	.52	.43
89.	.24	.91	.28	129.	.38	.46	.43
90.	.21	.96	.28	130.	.26	.40	.32
91.	.25	.89	.32	131.	.31	.54	.39
92.	.34	.90	.38	132.	.31	.31	.41
93.	.31	.24	.33	133.	.38	.94	.40
94.	.42	.81	.45	134.	.47	.86	.47
95.	.28	.95	.33	135.	.31	.89	.30
96.	.43	.76	.45	136.	.46	.81	.45
97.	.33	.85	.37	137.	.34	.58	.38
98.	.19	.48	.26	138.	.46	.62	.47
99.	.26	.90	.33	139.	.34	.54	.37
100.	.35	.82	.37	140.	.41	.36	.42
101.	.47	.79	.51	141.	.24	.34	.30
102.	.25	.72	.33	142.	.35	.28	.36
103.	.40	.65	.47	143.	.43	.82	.47
104.	.26	.71	.32	144.	.41	.85	.46
105.	.43	.45	.45	145.	.38	.78	.44
106.	.25	.56	.34	146.	.40	.82	.46
107.	.34	.49	.40	147.	.36	.67	.42
108.	.32	.45	.37	148.	.33	.83	.41
109.	.27	.32	.33	149.	.44	.59	.47
110.	.19	.46	.27	150.	.44	.76	.49
111.	.26	.33	.28	151.	.39	.66	.47
112.	.29	.29	.33	152.	.48	.70	.53
113.	.27	.85	.34	153.	.37	.53	.44
114.	.40	.81	.45	154.	.42	.48	.48
115.	.38	.71	.45	155.	.17	.34	.25
116.	.34	.69	.41	156.	.35	.41	.44
117.	.25	.48	.35	157.	.35	.31	.41
118.	.25	.83	.31	158.	.33	.26	.37
119.	.35	.76	.40	159.	.38	.32	.43
120.	.30	.66	.36	160.	.17	.25	.22

Table 23

Correlations Among Subtests, Green Series (N=1779)

	Basic Grammar and Usage	Comprehension	Writing	Total
Basic Usage and Grammar	1.00			
Reading Comprehension	.54	1.00		
Writing	.60	.55	1.00	
Total	.85	.78	.88	1.00

Table 24

Correlations Among Subtests, Blue Series (N=1031)

	Basic Grammar and Usage	Comprehension	Writing	Total
Basic Usage and Grammar	1.00			
Reading Comprehension	.58	1.00		
Writing	.62	.57	1.00	
Total	.86	.81	.89	1.00

results have been presented in the section on test development. Criterion validity was demonstrated by correlations with teacher ratings of student performance, holistic grades, and the Nelson-Denny Reading Test. In general, these correlations were .30 and above. Grades tended to produce lower correlations than the other variables; this is to be expected since many factors other than student ability influence grades. It can be concluded, however, that the test has reasonably good criterion validity.

Content validity was confirmed through the consultation with expert reviewers. Table 25 contains a list of language and measurement experts who contributed to the analysis of content validity.

Summary

Development of the Haines Cranton English Literacy Test began five years ago in response to a need expressed by English instructors in the Quebec colleges. The goals of the present project, funded by the Direction Générale de l'Enseignement Collégial since 1979, were to complete the development of a placement test and to standardize that instrument on a Quebec sample of college students. Although research on any instrument does not come to an end, the funding has supported the refinements in the test which took place in the last two years, the standardization of the instrument, a comprehensive investigation of reliablity and validity, and the writing of a test manual. The Haines Cranton English Literacy Test is now an instrument which can be used by Quebec colleges to select the most appropriate level of instruction for incoming students, to evaluate student progress in English over time, and to some extent, to diagnose language weaknesses in individual students or groups of students.

Table 25

Expert Reviewers

Bob Bracewell, McGill University

Pavel De Liachim, Ministry of Education

Carl Frederickson, McGill University

Janet Frederickson, McGill University

Rozanne Goldman, Dawson College

George Hildebrand, Dawson

Florence Kellam, LaSalle College

Leslie Paris, Dawson College

Linda Power, Dawson College

Jim Ring, Dawson College

Douglas Rollins, Dawson College

Christine Starnes, John Abbott College

Barbara Struck, Marianopolis College

Susan Woodruff, Champlain College

Hanford Woods, Dawson College

Notes

1. Cranton, P.A., & Haines, V.Y. Test de classement en anglais. Project Report (1979-1980), Submitted to Direction Générale de l'Enseignement Collégial, June, 1980.

Appendix A

(Your test instructor may tell you to omit this part or to substitute different questions for the ones listed.)

In the columns under "Student Number" on the answer sheet fill in the following information on your linguistic background.

(a) In the first column on the left fill in the number of years you have attended an English school. If the number is nine or more fill in "9".

(b) In the next left hand column fill in the approximate percentage of time English is the language spoken in your home. If the percentage is ninety or more fill in "9". If the percentage is thirty fill in "3", etc.

(c) In the next column fill in the number of years you have studied English as a second language in a non-English school. If the number of years is nine or more fill in "9" etc.; if you have always attended English schools fill in "0".

(d) Omitted, just add "00".

(e) In the last two columns fill in the spaces according to the following code. If English is spoken more than 90% of the time at home fill in "00". If another language is spoken at least 10% of the time fill in the number for that language listed below. (If two other languages are spoken mark the one used more often.)

NATIVE AMERICAN

01 Inuit
02 Cree
03 Algonquin
04 Nahauatl
05 Other

WEST EUROPEAN

10 Italian
11 Spanish
12 French
13 Portuguese
14 German
15 Scandanavian
16 Other

EAST EUROPEAN

20 Greek
21 Yiddish
22 Polish
23 Estonian
24 Ukrainian
25 Armenian
26 Turkish
27 Russian
28 Hungarian
29 Other

SOUTH ASIAN

30 Hindi
31 Urdu
32 Indonesian
33 Bengali
34 Other

ORIENTAL

40 Cantonese
41 Mandarin
42 Japanese
43 Vietnamese
44 Thai
45 Korean
46 Tagalog
47 Other

MIDDLE EASTERN

50 Hebrew
51 Arabic
52 Persian
53 Other

AFRICAN

60 Berber
61 Swahili
62 Other

E D U Q 8270427 B

HAINES CRANTON

ENGLISH LITERACY TEST

a b c d e

E D U Q 8270427 B

Haines Cranton

ENGLISH LITERACY TEST

Post Secondary Level

developed by

Victor Yelverton Haines, Ph.D.
Dawson College

Patricia Angelica Cranton, Ph.D.
McGill University

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BLUE PART I

BASIC USAGE AND GRAMMAR

-A-

Choose the most appropriate word or phrase to complete the following sentences. Block in the space on the answer sheet which corresponds to the letter of the correct answer.

1. Hi Mary, what _____ with yourself all this time? I haven't seen you for ages.

   a) are you doing
   b) have you done
   c) have you been doing
   d) were you doing

2. This room _____ five meters by four.

   a) does measuring
   b) measures
   c) is measuring
   d) has measures

3. How long _____?

   a) David has been here
   b) been David here
   c) has been David here
   d) has David been here

4. I am very sorry, but _____ I can do.

   a) it is nothing
   b) is it nothing
   c) there is nothing
   d) is there nothing

5. "Are you studying the pronunciation book now?" "No, we are studying _____ book now."

   a) some of the others
   b) some others
   c) another
   d) other

6. Something must be wrong. They _____.

   a) should have been arrive by now
   b) should have arrived by now
   c) should arrive by now
   d) should be arrived by now

7. There were _____ people in the line.

a) too many
b) too much
c) much
d) much too

8. Mr. Smith is _____ speaker than he used to be.

a) a lot better
b) a very better
c) a much better
d) a some better

9. "Did Joe phone you?" "No, but I was hoping that he _____ call last night."

a) may
b) will
c) would
d) did

10. I don't want you to bother him before _____ studying.

a) he has finished
b) he will finish
c) he will be finishing
d) he is going to finish

11. The danger _____ is slight.

a) that this infection spreading
b) of this infection spreading
c) which this infection will spread
d) of this infection will spread

12. _____ don't wait for me.

a) If I shall be late
b) If I would be late
c) If I will be late
d) If I am late

13. "I'm taller than you, _____?"

a) isn't it
b) not true
c) aren't you
d) aren't I

14. "You speak French very well." "I should. I _____ it ever since I started school."

a) have been studying
b) was studying
c) studied
d) had been studying

15. "We don't have any more milk." "Well, _____ to the store soon, anyway, so I can buy you some if you want."

a) I'll go
b) I have been going
c) I shall go
d) I'm going

16. He was there _____.

a) for a half an hour
b) for half an hour
c) for a half a hour
d) for half of an hour

17. "Did you get the tickets for the show?" "No, I _____ to buy them during lunch, but I didn't have any time."

a) am planning
b) have planned
c) had been planning
d) am going to plan

18. She has many qualities I admire: intelligence, honesty, _____.

a) witty, and pleasant
b) and is witty and pleasant
c) wit, and a pleasant attitude
d) witty, and pleasantry

-B-

In each of the following questions four parts are underlined and lettered: a,b,c,d. If one of the underlined parts is not acceptable in properly punctuated, standard written English, block in the space on the answer sheet which corresponds to the letter of this part. If they are all correct, block in the space for e. (Note that no question has more than one error.)

19. (a) Not as much (b) people are using (c) this Metro exit (d) as before.

20. Henry would (a) of come if he had been (b) able to get off (c) work early (d).

21. The grapes (a) should be left in the crock (b) for three days (c) and then (d) crush them.

22. (a) What is important for the poet is (b) not what he may have meant to say, but (c) what words themselves say when they get fitted (d) together.

23. (a) I can neither swim or run (b) as fast as (c) Judy, who, I (d) have to admit, is a great athlete.

24. (a) Something in here smells (b) horribly, but I (c) can't tell (d) what.

25. He (a) would have had more fun if he (b) had accepted his (c) parents' invitation (d) to go skiing.

26. (a) She told him (b) to leave, (c) except he didn't (d) want to.

27. I (a) have baked a cake early this morning because I thought she (b) would (c) be home (d) for dinner.

28. Good writing is not (a) simply speech transferred to (b) paper, it packs more information into complex clauses and modifiers (c) than speech and is (d) less rambling.

29. (a) I always enjoy your letters, for they (b) made me think of all the good times we (c) have had and (d) may have again.

30. Maybe (a) you should buy (b) Jack's old car. (c) Which he will (d) let you have cheap.

31. On the other bench, a long-haired fellow vigorously (a) stuffs himself with (b) popcorn and in the process (c) covering his lap with (d) some.

32. Good taste is (a) much more a matter of discrimination (b) than of exclusion; and when good (c) taste feels compelled to exclude, it is with regret, (d) not with pleasure.

BLUE PART II

READING AND COMPREHENSION

Read the following passages and answer the questions which follow. For each question choose the statement which, according to the passage, is correct. Black in the space on the answer sheet which corresponds to the letter of the correct answer.

-A-

The Death Sentence

That night, at the Hour of the Rat, the Emperor dreamt that he had walked out of the palace and in the darkness strolled through the garden, under the flowering trees. Something large moved towards the Emperor and, kneeling at his feet, asked for asylum. The Emperor granted the favour; the supplicant said that he was a dragon and that the stars had revealed to him that on the next day, before nightfall, Wei Cheng, the Emperor's Minister, would cut off his head. In the dream, the Emperor swore to protect him.

On waking, the Emperor asked after Wei Cheng, who in reality was no match for such a dragon. He was told Wei Cheng would be working all day outside the palace. The Emperor sent for him and kept him occupied nearby, so that the Minister would have no chance to kill the dragon; toward nightfall he proposed they play a game of chess. The game was long and drawn out. The Minister grew weary, and fell asleep. A clap of thunder shook the earth. Two captains presently burst upon the scene; they carried the immense head of a dragon drenched in blood. They threw it at the feet of the Emperor and announced: "It fell from the sky."

Wei Cheng, who had meanwhile awakened, gazed at the head in perplexity and observed: "How strange! I was dreaming I killed a dragon like that."

33. a) The dragon wanted to kill the Emperor.

b) The dragon wanted the Emperor to protect him.

c) The dragon wanted Wei Cheng to kill the Emperor.

d) None of the above.

34. a) The Emperor did not recognize that it was a dragon in the garden.

b) The Emperor was angry to see the dragon in the garden.

c) The Emperor was afraid of the dragon.

d) The Emperor wanted to kill the dragon.

35. a) The dragon was not afraid of being killed.

b) The dragon knew that he would be killed at night.

c) The dragon knew that Wei Cheng would not kill him.

d) The dragon predicted what was going to happen to him because he read it in the heavens.

36. a) When the Emperor awoke, Wei Cheng was waiting in the palace for the Emperor.

b) The Emperor called for Wei Cheng in his sleep.

c) The Emperor summoned Wei Cheng to come to the palace.

d) The Emperor had nothing for Wei Cheng to do.

37. a) The Emperor had an ulterior motive in playing the game of chess.

b) The chess game was a short one.

c) The game of chess was a draw.

d) None of the above.

38. a) The clap of thunder was only a part of Wei Cheng's dream.

b) The Emperor dreamt that he heard a clap of thunder.

c) The clap of thunder occurred when the dragon's head was brought in to the Emperor.

d) None of the above.

39. a) At the Hour of the Rat, the Emperor went for a walk in the garden.

b) At the Hour of the Rat, the Emperor was not dreaming that he went for a walk in the garden.

c) At the Hour of the Rat, the Emperor dreamt that Wei Cheng killed the dragon.

d) None of the above.

40. a) Wei Cheng would not have been able to kill the dragon if he had not fallen asleep.

b) Wei Cheng fell asleep on purpose so he could kill the dragon.

c) The Emperor tried to keep Wei Cheng awake so he could not hurt the dragon.

d) Wei Cheng was able to kill the dragon before he fell asleep.

41. a) The title of the story makes sense because at the Hour of the Rat, when the rats are heard scrabbling at night in the palace walls, the Emperor learns from the stars that the dragon is sentenced to die.

b) The title of the story makes sense because the captains burst upon the scene and pronounce the sentence that the dragon is dead.

c) The title of the story makes sense because the Emperor is going to be angry at Wei Cheng for killing the dragon he was trying to protect and will sentence Wei Cheng to death.

d) The title of the story makes sense because the Emperor's promise to protect the dragon really confirmed the dragon's death sentence. If the Emperor had not tried to keep Wei Cheng busy and made him drowsy playing chess, Wei Cheng would not have gone to sleep before nightfall and killed the dragon.

42. a) The strange thing in this story is that a dream comes true.

b) The strange thing in this story is that something from the dream world enters the real world.

c) The strange thing in this story is that Wei Cheng dreamed when he fell asleep.

d) The strange thing in this story is that Wei Cheng was not at the palace.

-B-

Pride

A vain person is always vain about something. He either overestimates the importance of some quality or exaggerates the degree to which he possesses it, but the quality has some real importance and he does possess it to some degree. The fantasy of overestimation or exaggeration makes the vain person comic, but the fact that he cannot be vain about nothing makes his vanity a venial sin, because it is always open to correction by appeal to objective fact.

A proud person, on the other hand, is not proud of anything; he is proud, he exists proudly. Pride is neither comic nor venial, but the most mortal of all sins because, lacking any basis in concrete particulars, it is both incorrigible and absolute: one cannot be more or less proud, only humble or proud.

Thus, if a painter tries to portray the Seven Deadly Sins, his experience will furnish him readily enough with images symbolic of Gluttony, Lust, Sloth, Anger, Avarice and Envy, for all these are qualities of a person's relations to others and the world, but no experience can provide an image of Pride, for the relation it qualifies is the subjective relation of a person to himself. In the seventh frame, therefore, the painter can only place, in lieu of a canvas, a mirror.

(Note: "Venial" means excusable, not serious.)

43. a) A vain person is tragic.

b) Nobody wants to laugh at a vain person.

c) A vain person is comic.

d) A vain person wants people to laugh at him.

44. a) Vanity is one of the Seven Deadly Sins.

b) To be a vain person one has to be vain about something.

c) Pride is not one of the Seven Deadly Sins.

d) None of the above.

45. a) Humble people can never eat too much because Gluttony is one of the Seven Deadly Sins.

b) The Seven Deadly Sins are essentially venial.

c) The best way of seeing the Seven Deadly Sins is by looking in a mirror.

d) The mirror is used to reflect an image of the person himself, who may be either proud or humble.

46. a) A painter can portray Lust by painting an image symbolic of it.

b) A painter cannot portray Anger by painting an image symbolic of it.

c) A painter can portray Pride by painting an image symbolic of it.

d) None of the above.

47. a) Pride is a kind of relationship a person may have with himself.

b) Pride qualifies the subjective relation of a person to others.

c) Pride is determined by the qualities a person thinks he has.

d) Vanity is an exaggerated relation of a person to himself.

48. a) The painter uses the mirror to show his own face as an image of Pride.

b) Painters are usually guilty of Pride.

c) The sin of Pride is shown in the mirror no matter who looks in it.

d) None of the above.

49. a) A proud person is only pretending that he is proud.

b) A person who is proud of something is not necessarily a "proud person."

c) People who pretend that they are proud are only vain.

d) Vain people are only pretending that they have something to be proud about.

50. a) A vain person has nothing to be vain about.

b) Proud people are always proud of only one thing in particular.

c) Proud people are only proud of being vain.

d) There is always something a vain person has a right to be proud of.

51. a) One can show a person that he is guilty of Pride by appeal to objective fact.

b) It is impossible to get any objective evidence that a vain person is not as great as he thinks.

c) Proud people can have bad days when they are more proud than ever.

d) None of the above.

52. a) Someone who is very vain about the deep-blue colour of his eyes, which really are deep-blue, would be an example of a person who exaggerates the degree to which he possesses a certain quality.

b) Not all vain people necessarily overestimate the importance of some quality they possess.

c) A weak man who is vain about his strength would not be an example of a person who exaggerates the degree to which he possesses a certain quality.

d) Some people are vain because they exaggerate a quality which does not exist.

BLUE PART III

WRITING

-A-

For each of the following sentences select the word or phrase that would most appropriately complete the sentence. Block in the space on the answer sheet which corresponds to the letter of the correct answer.

53. He will never be _____ until he finds a job where he can utilize all his talents.

a) lighthearted
b) glad
c) jayous
d) happy

54. He took on himself all the _____ for the project's failure.

a) fault
b) guilt
c) blame
d) delinquency

55. Although he was generous with his time, he was _____ with his money.

a) shabby
b) ignoble
c) contemptible
d) stingy

56. Though she was strongly suspected of murder, her _____ was not established until after her death.

a) guilt
b) blame
c) fault
d) wrongdoing

57. The council spent most of the meeting discussing the town planner's _____ for solving the bridge traffic problem.

a) theory
b) proposal
c) hypothesis
d) intention

58. Her mother was _____ in local politics.

a) distinct
b) predominant
c) noteworthy
d) prominent

59. He was a clever charlatan and took hundreds of dollars from his _____ patients.

a) trustworthy
b) faithful
c) gullible
d) easy-going

60. He _____ his great fortune in the oil industry.

a) aggregated
b) propagated
c) amassed
d) gleaned

61. In business one has to steer a middle _____ between chronic indecision and precipitant judgement.

a) track
b) course
c) path
d) trail

62. Towards morning the storm _____ a little.

a) alleviated
b) ebbed
c) declined
d) abated

-B-

From each of the following groups of sentences select the one which is the most effectively expressed. Assume the context for the sentences is a normal, straightforward one unless otherwise specified in parentheses. Black in the space on the answer sheet which corresponds to the letter of the correct answer.

63. a) Anyone in the library would not believe the problems that I had.

b) No one in the library would believe I had such problems.

c) No one in the library was believing the problems that I had.

d) In the library no one would believe the problems like I have.

64. a) The autumn leaves glimmering at the bottom of the pond were being counted by me as I walked through the park this afternoon.

b) Walking through the park this afternoon, the autumn leaves glimmered at the bottom of the pond as I began to count them.

c) Walking through the park this afternoon, I began to count the autumn leaves glimmering at the bottom of the pond.

d) At the bottom of the pond, I began to count the glimmering leaves of autumn while I walked through the park this afternoon.

65. a) The method of holding a club that some golfers find produces the longest drives is with the hands locked together.

b) Some golfers find that they can make longer drives if they grip the club with locked hands.

c) With the hands locked together holding a club often produces the longest drives, some golfers find.

d) With their hands locked together some golfers find that is the best method for long drives.

66. a) Her final conclusion was that she had to face reality as it is.

b) She finally came round to the position that she would have to face the music.

c) She decided that she would stop trying to believe in those aspects of reality that don't exist.

d) At last she decided to face reality.

67. (Mary's friends are talking with each other.)

a) Mary's friends agreed that she was intelligent but felt that, at the same time, she was rather indiscreet.

b) Her friends agreed that Mary had intelligence but feeling that, at the same time, she was rather indiscreet.

c) Her friends agreed that Mary was intelligent but, at the same time, disagreed that she was rather indiscreet.

d) Her friends agreed about Mary's being intelligent but that, at the same time, felt she was rather indiscreet.

68. (Advertisement for a luxury Scotch.)

a) There are many things you can do without in this world and Chivas Regal is one of them, but if you do, do you want to do without this one?

b) Of course you can live without Chivas Regal. The question is how well.

c) If you don't drink with Chivas Regal, you are not living very well.

d) Chivas Regal is something you can do without, even if you don't want to. The question is how well.

69. a) I was sure the old fellow would never make it to the other side of the road when I hit him.

b) Before I hit him I could see that the old fellow would never make it to the other side of the road.

c) I could see that I was going to hit the old fellow before he got to the other side of the road.

d) There was no doubt that the old fellow was never going to make it to the other side of the road when I hit him.

70. (Jerry and his friends chip in to buy a gallon of wine, and he agrees to go off and get it. He comes back and says, "Well folks, here's the party." He swings the gallon onto the kitchen counter and hits the edge of the old enamel sink. The bottle breaks, and wine sloshes over the counter and in the sink. At this point, which comment would be the most witty and effective in criticizing Jerry?)

a) Well, that was really smart.

b) Jerry, are you trying to crash the party?

c) Jerry, you're always the life of the party.

d) Well, that's one way to break up the party.

71. a) After a time when children who began by loving their parents begin to judge them, they hardly ever forgive them.

b) Children begin by loving their parents; after a time they judge them; rarely, if ever, do they forgive them.

c) Children seldom forgive their parents when they have judged them, after they began by loving them.

d) After a time when parents have been loved by the children for a while, they are judged by the children who rarely, if ever, forgive them.

72. a) Love works miracles, but the greatest miracle is love.

b) Love works miracles, but what causes love to be to start with is an even greater miracle.

c) Love works miracles, but what works love is also a miracle.

d) Love is the greatest miracle, although love itself can also work miracles.

73. a) I had been driving my car for forty years when I fell asleep at the wheel and had the accident.

b) I had the accident because I fell asleep at the wheel; at that time I had had forty years' driving experience.

c) I had had the accident when I fell asleep at the wheel after driving a car for forty years.

d) When I had an accident because I fell asleep at the wheel I had been driving for forty years.

74. a) The choice of his enemies is a selection a man cannot be too careful in.

b) A man cannot be too careful in the choice of his enemies.

c) A man should take care in choosing those people who will be hostile to him.

d) Those who are going to be hostile to one should be selected with care.

75. a) We are all in the gutter, but some of us are looking at the stars.

b) Even though we are all in the gutter, the stars are being looked at by some of us.

c) We are all in the gutter, and some of us are looking at the stars.

d) The stars are up there for some of us to look up to from where we all are in the gutter.

76. a) Instead of being like Belshazzar, who had his brains smashed out when he was in bed, Gawain's heart is happy that he didn't get his head cut off.

b) Instead of having his brains smashed up in the bedclothes like Belshazzar, Gawain's head is happily saved.

c) Instead of having his brains smashed out on the pillow like Belshazzar, Gawain survives with his head intact.

d) Belshazzar gets his brains bashed out when he is in his bed, but Gawain almost gets his head cut off.

77. a) The young moon was slightly damp hanging over the fog of a nearby dale.

b) A moist young moon hung above the mist of a neighbouring meadow.

c) Over the mist of a neighbouring field the moon in its first quarter was suspended and moist.

d) The moist, almost new moon moved motionless above the mist on the midnight meadows nearby.

78. a) The authority of institutions of higher learning should not be used to create a monopoly in public broadcasting by saying that they are the only ivory tower that should have a TV permit.

b) Educational broadcasters should not use their authority to stifle popular citizen groups which want to obtain a TV permit.

c) The ivory tower broadcasters in the educational field should not use their position to overpower the resistance of more broadly based groups to have TV permits.

d) Educational broadcasters should not draw the ivory towers about themselves as some sort of sacred cloak which permits them to choke off efforts of more broadly based groups to have TV permits.

79.) The inspector shook Macdonald's hand nodding his head, and there was resentment in his eyes.

b) With resentment in his eyes, the inspector, nevertheless, gripped Macdonald's hand nodding his head.

c) The inspector nodded his head and shook Macdonald's hand, but there was resentment in his eyes.

d) Even though his eyes were resentful, about to hurt him, the inspector shook Macdonald's hand and nodded his head.

80. a) Flaunt the short prerogative of living beings; come dip your little civilized foot in this smooth surface of time for a moment and ripple the cold water.

b) Come in this smooth surface of time with your brief prerogative of life: dip your cultured foot in the ripple of cold water for a moment.

c) Flaunt your cultured foot in the water as your prerogative to be alive; for a moment, come rippling in this smooth surface of time.

d) Come, flaunt the brief prerogative of life: dip your small civilized foot in this cold water and ripple, for a moment, the smooth surface of time.

GREEN PART I

BASIC USAGE AND GRAMMAR

-A-

Choose the most appropriate word or phrase to complete the following sentences. Block in the space on the answer sheet which corresponds to the letter of the correct answer.

81. "Do you like your new shoes?"
"Yes, I _____ them often."

a) worn
b) wore
c) weared
d) wear

82. He has been travelling that same route _____ three months, and he still isn't used to it.

a) since
b) during
c) while
d) for

83. "Did Joe listen to your plan?"
"Yes, but he insisted _____ his plan."

a) about
b) on
c) in
d) at

84. "He's doing very poorly in class."
"Yes, his teacher should make him _____ harder."

a) to work
b) works
c) work
d) working

85. "Did Maria come to see you?"
"No, but I was hoping that she _____ _____ come yesterday evening."

a) would
b) may
c) will
d) did

86. "Can you and Ann come over tonight?"
"I'm afraid not. Ann has _____ much work to do that she is staying at the library."

a) such
b) so
c) too
d) very

87. It seemed as if the meeting would never come to _____.

a) end
b) an end
c) the end
d) some end

88. Your last paragraph doesn't _____ additional information.

a) provide any
b) provide some
c) provide any of
d) provide no

89. _____ actors today try to be natural and unaffected.

a) The better of most
b) Most of the better
c) The most of the better
d) The most better

90. The extra money won't do him _____.

a) some good
b) no good
c) anything good
d) any good

91. "I was supposed to meet my teacher here half an hour ago."
"What _____?"

a) were you going to talk about
b) was it you should talk about
c) was it you should have talked about
d) were you about

92. _____ to him.

a) There is no point in speaking
b) It is no point in speaking
c) There is no point to speak
d) It is no point to speak

93. No sooner had I opened the door, _____ the phone began to ring.

a) when
b) as
c) than
d) that

94. "Did you get the tickets for the concert?"
"No, I _____ to buy them during lunch, but I got tied up."

a) am planning
b) have planned
c) had been planning
d) am going to plan

95. I can't understand it; they _____.

a) should have been arrive by now
b) should have arrived by now
c) should arrive by now
d) should be arrived by now

96. You must try to see him tomorrow before _____.

a) he is going to finish packing
b) he will be finishing packing
c) he has finished packing
d) he will finish packing

97. "I'm running out of paper."
"Well, _____ to the bookstore next period anyway, so I can buy you some if you want."

a) I'll go
b) I have been going
c) I shall go
d) I'm going

98. A summary of the most unusual happenings in the college year _____ in the last issue of the student newspaper.

a) printed is always
b) are always printed
c) is always printed
d) always are printed

B

In each of the following questions four parts are underlined and lettered: a,b,c,d. If one of the underlined parts is not acceptable in properly punctuated, standard written English, block in the space on the answer sheet which corresponds to the letter of this part. If they are all correct, block in the space for e. (Note that no question has more than one error.)

99. After they (a) have chose the topics they (b) wished to discuss, the teacher (c) told them how to (d) organize an essay.

100. The children all wanted (a) their father to make sure the chores (b) were divided (c) equal (d) among them.

101. He (a) never could (b) get used to (c) live in the country after he (d) had retired.

102. We (a) are all strong (b) enough to endure (c) the misfortunes (d) of others.

103. There are occasions in international relations when (a) a country can (b) dictate (c) the peace (d) or war.

104. The (a) chances of a nuclear war are (b) high. With all the tension (c) between (d) the superpowers.

105. I (a) have played (b) a great game this afternoon at (c) four o'clock with John and (d) him.

106. (a) Among those whom I like or admire, I can find (b) no common denominator; but among those whom I love, I can: all (c) of them make (d) me laugh.

107. He (a) would of confessed (b) to the crime (c) had I not warned him in time to prevent (d) his making that mistake.

108. He (a) is hiding his true feelings, (b) but he (c) won't tell you what he (d) really thinks.

109. Who (a) is this (b) whose (c) ignorant words cloud my design in (d) darkness?

110. Make a list of the questions you are not (a) sure of in a multiple-choice (b) test, this will help (c) you review (d) your answers.

111. Jim's marks (a) would probably (b) have improved (c) considerably if he (d) would have studied harder.

112. It is easier to love humanity (a) as a whole (b) than (c) loving (d) one's neighbour.

GREEN PART II

READING AND COMPREHENSION

Read the following passages and answer the questions which follow. For each question choose the statement which, according to the passage, is correct. Block in the space on the answer sheet which corresponds to the letter of the correct answer.

-A-

Because it agrees with our inner experience, the idea that thinking is silent speech is by no means novel, but has been suggested time and time again without any reference to behaviourism. Early behaviourists wanted to see if this inner speech was actually part of the behaviour of the organism and could be detected in minute movements of the speech organs. Although the hypothesis that such movements may exist probably came to Watson through introspection, he did not propose to test it by introspection. He proposed to apply a delicate recording apparatus to the speech organs in the hope of securing objective evidence of speech movements during thinking. The larynx seemed to him the most likely "organ of thought" and the best organ to approach with external registering instruments. When his attention was called to persons whose larynx had been removed by surgical means and who were still able to think, he shifted his emphasis to the mouth and tongue.

113. Watson was trying to

a) determine whether or not speech organs are used in thinking.

b) devise accurate instruments for measuring speech.

c) help people whose organs had been removed by surgery.

d) find which organs were used in speech.

114. Watson wanted to test his hypothesis

a) by observing the speech of people who had undergone surgery.

b) by observing the thought process of people who had their larynx removed.

c) by comparing the movement of the larynx with the movement of the mouth and tongue.

d) by registering the movement of speech organs of people while they were thinking.

115. The idea that thinking is silent speech

a) was originally thought of by Watson.

b) was suggested many times in the past.

c) has been proved incorrect.

d) was originally thought of by the behaviourists.

116. We are certain, from the passage, that

a) the larynx is the most likely organ of thought.

b) people can think without their larynx.

c) the movement of the mouth and tongue is more obvious than the movement of the larynx.

d) None of the above.

117. Watson, as an early behaviourist, required that a hypothesis

a) should not be derived from introspection.

b) should agree with our inner experience.

c) should be tested by objective evidence.

d) None of the above.

-B-

Students take four "CORE" courses in English. There are two groups of course categories: Group A, general categories; Group B, specific categories. Students may take any combination of courses from both or either of these groups with the stipulation that no student may take more than four courses from any category of Group A or more than one course from any category of Group B. The categories have been designed with the intention of offering each student a broad choice of courses in a manner consistent with the objectives of general education.

To ensure that students are properly prepared to write at an acceptable level, all new students will be tested during the orientation period and, unless exempted, must take the Composition and Literature course in their first semester.

118. The categories in both Groups A and B have been designed

a) to restrict students to what they need to know.

b) so that students may choose all their courses from within a single topic.

c) to encourage students to get a general education and yet allow them to have plenty of choice in what they study.

d) None of the above.

119. a) Courses in Group B should be given preference over courses in Group A.

b) The purpose of English courses is to enable students to take more English courses.

c) Unless students are exempted they will not be able to take all the required English courses.

d) None of the above.

120. a) Students cannot take more than four courses in English.

b) Students have to take at least four courses in English.

c) Students are not required to take English.

d) Students must pass all the "CORE" courses before they may take Composition and Literature.

121. a) All new students must take Composition and Literature.

b) The test during the orientation period teaches students to write at an acceptable level.

c) Composition and Literature is designed to prepare students to write at an acceptable level.

d) None of the above.

122. a) If there are at least four categories in Group B, students exempted from Composition and Literature could take all their English courses from Group B.

b) Students must take English courses from both Groups A and B.

c) Students cannot take all their courses from Group A, even if there are more than four categories in Group A.

d) Group A consists of specific categories.

-C-

If I am to write about mistakes in our use of language, I had best begin by establishing what makes a mistake--what standards to measure by. There are two possible misconceptions here. At one extreme is the idea of Correctness. Some people still hold to the notion that there is such a thing as Correct English: the King's English, possibly the Queen's, existing as a heavenly paradigm to which only educated people and professors have access. There are several reasons why this mystical notion won't do. One is that educated people--even teachers; even, heaven knows, Her Majesty--do not always speak well. How can we be certain when to follow them? Worse still, the belief that a correct pattern exists can become, in a curious way, a cause of errors: for the people who most firmly believe in the King's English are usually hazy about what precisely it is, and in their anxiety to be proper they lean over backwards into slips that would not befall a more natural stance. No, the idea of Correct English has at best a social validity. By speaking like the Queen you may prove your loyalty and your place in society, but you do not exempt yourself from error. In fact there is no enduring pattern of correctness. As most people have come to realize, language changes, constantly and irresistibly--and correctness, if it's a workable idea at all, must change too. The purists are remembered as quaint defenders of the last ditch: like Jonathan Swift, rejecting the uncouth expression "mob", because all right-speaking people knew it should be mobile vulgus; or like the person who answers the telephone with "Hello, it is I, Clifton Webb."

At the other extreme is the notion that since language constantly changes, then anything goes--there are no rules at all, Usage is king. It will not be so easy to persuade you that this too is a misconception. The barometer of our times is set at Change. This is the age of Humpty Dumpty, who claimed that words meant what he wanted them to mean; it was simply a question of who was to be master. You will recall what happened to Humpty Dumpty. But his fragmented soul is still with us: it lives on in the third edition of Webster's New International Dictionary (1961), which makes no attempt to distinguish acceptable usage from colloquial, slang, or illiterate. "If it is used, it is usage": that is Webster's principle in a nutshell--and a nutshell is where it belongs.

123. a) People cannot be considered educated if they make mistakes.

b) The Queen is more educated than professors of English.

c) An English professor can never make a mistake in English.

d) To speak well, we cannot imitate exactly what educated people say because they sometimes make mistakes.

124. a) Clifton Webb made a mistake by answering the telephone.

b) What Webb said would not normally be considered appropriate usage.

c) What Webb said was a mistake in English grammar.

d) Webb is trying to coin a new usage.

125. a) Because language changes, the idea of what is correct must keep changing.

b) What is correct has nothing to do with the English which people usually speak.

c) The idea of "Correct English" is that language changes constantly and irresistibly.

d) When language changes from what it used to be, it is a mistake.

126. a) The surprising fact is that the Queen does not speak very well.

b) There is such a thing as the King's English existing as a heavenly paradigm to which only educated people have access.

c) The Queen does not understand the King's English.

d) None of the above.

127. a) The idea that people should speak English correctly must change.

b) People have come to realize that in English usage there is a changeless pattern of correctness.

c) The usage which is correct gradually changes.

d) Standard English usage is whatever a person may say.

128. a) If one is conscious of trying to speak the King's English, one is likely to make errors that would not otherwise occur.

b) The best English is aristocratic English and is not used by the common people.

c) If you speak like the Queen, you will never make a mistake.

d) None of the above.

129. a) Jonathan Swift rejected the mob because he wanted to call them the mobile vulgus.

b) Jonathan Swift rejected the mob because they were uncouth.

c) Jonathan Swift lost the battle to preserve mobile vulgus as part of common usage.

d) Jonathan Swift lost the battle of mobile vulgus at the last ditch.

130. a) The third edition of Webster's New International Dictionary is useless.

b) Dictionaries determine the correctness of a language and its words.

c) The third edition of Webster's New International Dictionary will not tell you when a word is not used in everyday conversation.

d) None of the above.

131. a) The Queen's English depends on Correctness; the King's English depends on the principle that "Usage is King."

b) If there is no such thing as "Correct English," then anything goes.

c) Good English is based on two principles: that anything goes and Correctness.

d) None of the above.

132. a) The spirit of Humpty Dumpty does not live in Webster's New International Dictionary.

b) Jonathan Swift would not agree with Humpty Dumpty.

c) Humpty Dumpty agrees with the author.

d) None of the above.

GREEN PART III

WRITING

-A-

For each of the following sentences, select the word or phrase that would most appropriately complete the sentence. Black in the space on the answer sheet which corresponds to the letter of the correct answer.

133. The apples on Smith's tree are already _____.

a) grown up
b) developed
c) aged
d) ripe

134. Grandmother and I spent a rainy afternoon _____ the attic.

a) hunting up in
b) scrutinizing in
c) rummaging about in
d) looking for

135. During the political witch hunts of the 1950's, no American _____ to be seen even reaching for a sandwich by the side of a known Communist.

a) challenged
b) desired
c) braved
d) dared

136. The property has become dilapidated through the owner's _____.

a) deficiency
b) failure
c) neglect
d) dereliction

137. She seemed nervous and _____; she kept glancing over her shoulder and crushing her handerchief in her hands.

a) flabbergasted
b) confounded
c) mystified
d) distracted

138. He stared at his opponent without _____.

a) hesitating
b) flinching
c) receding
d) looking back

139. Most infants at the age of about five months pass beyond mere pleasures of _____, such as food and warmth, to the pleasures of social approbation.

a) feeling
b) sensation
c) sensibility
d) reaction

140. He has that _____ grace with which only a true poet can endow his work.

a) smooth
b) facile
c) simplified
d) effortless

141. He was visibly _____ that his girlfriend should be on easy terms with his parents.

a) agitated
b) avid
c) anxious
d) enthusiastic

142. How much easier it is to be generous than _____ ___.

a) unbiased
b) impartial
c) just
d) lawful

-B-

From each of the following groups of sentences, select the one which is most effectively expressed. Assume the context for the sentences is a normal, straightforward one unless otherwise specified in parentheses. Block in the space on the answer sheet which corresponds to the letter of the correct answer.

143. a) The way it happened to me was that they did it on purpose because after they apologized to me they began to laugh.

b) They did it on purpose because the way it happened to me was that they began to laugh when they apologized.

c) The reason they did it on purpose was because after it happened to me they apologized and began to laugh.

d) The way it happened was no accident; after they apologized to me they began to laugh.

144. (A note to a teacher to excuse a student's absence.)

a) Dear Miss Clark: Please excuse Juan for not being at school. The reason was he was absent. Signed: Mrs. Epstein.

b) Dear Teacher: Please excuse me for not being at school yesterday because I had a dentist appointment. Signed: Mrs. Epstein.

c) Dear Miss Clark: Juan had to miss school Thursday afternoon because of a dentist appointment. Signed: R. Epstein.

d) Dear Teacher: Please excuse Epstein for not going to school yesterday afternoon because he had a terrible fever. Signed: Epstein's mother.

145. a) Driving along the highway this afternoon, the distant hills produced a glowing effect, being covered with newly fallen snow on which the sunlight was shining.

b) Driving along the highway this afternoon, I was fascinated by the glowing effect of the sunlight shining on the distant, snow-covered hills.

c) The distant snow-covered hills lighted by sunlight this afternoon glowed with a special effect which was fascinating as I drove along the highway.

d) The sun shining on newly fallen snow on the distant hills was an effect noticed by me along the highway on which I was driving.

146. a) Physics is when you study the properties of matter and energy.

b) Physics is studying the properties of matter and energy.

c) Physics is when the properties of matter and energy are studied.

d) Physics is the study of the properties of matter and energy.

147. a) It is normal for brothers and sisters to fight with each other when they are young.

b) When they go through the stage of primitive hostility, siblings are normally conflicted with their brother or sister.

c) Nobody likes their brother or sister when they used to be kids.

d) In their initial stages of development siblings are normally conflicted in their interpersonal relationships.

148. a) To explain the problem only got the student more confused every time he tried.

b) Only getting more confused every time, the student's problem was too difficult for him to explain.

c) Every time the student tried to explain the problem, only confusing himself more.

d) The student only got more confused every time he tried to explain the problem.

149. a) Photographs in the newspaper show the incredible destruction caused by the hurricane.

b) The hurricane caused incredible destruction which is shown in the photographs in the newspapers.

c) Looking at the photographs in the newspapers, the destruction caused by the hurricane is incredible.

d) It is incredible to look at the photographs in the newspapers which show the destruction caused by the hurricane.

150. a) Your major interest in modern history is no reason for not studying science, and you should also study literature and language.

b) Being particularly interested in modern history, nevertheless you should also study science, literature, and languages as well.

c) Although you may be interested in modern history is hardly a reason for not studying science as well as literature and languages.

d) Although you may be primarily interested in modern history, you should not neglect the study of science, literature, and languages.

151. a) If she can't get away, she won't be able to leave, but she would be welcome in either case.

b) In the event that it may be possible for her to come, she will be even more than welcome.

c) If she can come, she would be most welcome.

d) She's welcome should she be able to find the time to make it here for her arrival.

152. a) Many forms of wildlife were threatened with extermination for a time. The federal government has placed restrictions on hunters and fishermen, in order to preserve the material resources necessary to wildlife.

b) For a time, many forms of wildlife were threatened with extermination. The federal government wished to prevent this. It also wished to preserve certain natural resources. These resources are necessary to wildlife. It has therefore placed restrictions on hunters and fishermen.

c) Since many forms of wildlife were for a time threatened with extermination, the federal government wished to prevent this and to preserve the material resources necessary to wildlife has placed restrictions on hunters and fishermen.

d) For a time, many forms of wildlife were threatened with extermination. To prevent this and to preserve the material resources necessary to wildlife, the federal government has placed restrictions on hunters and fishermen.

153. a) Poverty in the target area studied was caused chiefly by a lack of money coming from external economic and other forces as well as the abnormal way people had of acting which caused all the trouble.

b) Exogenous variables form the causal linkage that explains the poverty impact, the behaviour modification, and the intergroup dissonance in the target area.

c) External influences on the community have made the people discontent with their poverty and led to internal strife.

d) Poor folks have nothing to blame but the exogenous variables in this neighbourhood, which caused folks to start acting queer.

154. a) The brown paper bag he was carrying was one in which it was easy to guess what he had.

b) He was carrying a brown paper bag; it wasn't hard to guess what he had in it.

c) He was carrying a brown paper bag which was pretty easy to guess what was in it.

d) He was carrying a brown paper bag in which I had a fairly good idea what he was carrying in it.

155. a) I am quite amused that I can't have resistance in the face of temptation.

b) It's funny, but being tempted to do something I shouldn't still doesn't stop me.

c) It is amusing that I don't have any self-control.

d) I can resist everything except temptation.

156. a) If nobody talks about you it's because you're not getting any attention, which is even worse than being talked about.

b) The attention-getting syndrome in most individuals counter-balances more strongly the seclusion instincts.

c) People do not like to be the subject of conversation of other people even though they hate being ignored.

d) There is only one thing in the world worse than being talked about, and that is not being talked about.

157. a) Temptation comes easy for people with nothing to do.

b) The devil makes work for idle hands.

c) If you keep busy you won't be doing bad things with your hands.

d) Manual dexterity is not too handy for the devil.

158. (A relief fund appeal wants to force people to face their own complacency. Which of the following would be most effective for this on a poster of a starving child?)

a) Give to our nice relief fund appeal.

b) This child seems, nevertheless, hungry.

c) Ignore the hungry and they'll go away.

d) Would you like to be a bad person who could care less whether this child will have enough food to eat tonight?

159. a) Economists are still piecing together the overall parts of the situation.

b) Economists are still piecing the painstakingly complex and numberless pieces together of the vast jigsaw puzzle which portrays the situation.

c) Economists are still evaluating their understanding of the previous situation in terms of the on-going outcome.

d) Economists do not yet completely understand what is happening.

160. (One of the following is an account by a British historian who disagreed with the popular view that King Charles I faced his approaching execution with righteous resignation. By writing ironically the historian wanted to leave admirers of Charles in doubt as to whether he shares their admiration.)

a) Perfectly righteous martyrs suffer affliction; Charles I was suffering affliction. Therefore, Charles concluded with logic typical of his sovereign thought that he was a perfectly righteous martyr. His pious resignation was merely an excuse for not examining his own conduct and a perversion of the justice of God, whose severities are not to be taken as a sign of approval.

b) If Charles I had not been so self-centered in his pious resignation as to realize that the opposition he encountered before he was beheaded was his own fault and not the suffering of a martyr, he would have repented in reconciliation with his people.

c) While everything around him bore a hostile aspect, Charles I reposed himself with confidence in the arms of that Being who penetrates and sustains all nature, and whose severities, if received with piety and resignation, he regarded as the surest pledge of unexhausted favour.

d) As his execution approached, Charles I faced the hostility of his country with the confidence of those who draw on the sustaining power of God's Holy Spirit.